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ABSTRACT

In winter 1987, an evaluation of Patrick Henry Community College's academic advising program was undertaken to identify problems and areas needing improvement. Surveys were conducted of both advisors and advisees to determine their perceptions of and satisfaction with the advising process. Responses from the 23 faculty advisors who returned the questionnaire highlighted such problems as incorrect and incomplete advisor lists, an overly long registration period, students being advised by counselors without the advisor's knowledge, lack of information about assigned advisees, and the lack of a system to keep track of students when they change advisors or majors. Responses from the 291 students who completed in-class surveys revealed the following: (1) 68.7% of the students were satisfied with the academic advising they received; (2) students who were not associated with either the occupational/technical (O/T) or college transfer divisions were significantly less satisfied with advising than students associated with them; (3) 77% of the students surveyed were advised by faculty, 8.2% by counselors, and 14.8% did not know who their advisors were; and (4) in most respects, students who were advised by faculty were more satisfied with the advising program than those advised by counselors. Survey instruments and responses to open-ended questions are appended. (AAC)

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ED304177

# Patrick Henry Community College

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## Academic Advising Program Evaluation

## September 1, 1987

JC 890 097



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## EXECUTIVE SUMMARY

An evaluation of Patrick Henry Community College's academic advising program was conducted during winter quarter, 1987. The purpose of this evaluation was to determine what the problem areas of the program are and to make suggestions for improvement.

Advisor comments indicated that a number of correctable problems prevented the advising process from being as effective as it can be. These problems include but are not limited to:

1. Incorrect and incomplete advisor lists.
2. Registration period lasting too long.
3. Lack of a system to track students when they change advisors or majors to assure that advising folders are kept up-to-date.

The advisee survey revealed significant differences in answers to key questions depending on the type of advisor (counselor, faculty advisor, or "Unknown") and division. Overall, those students who stated that they did not know who their faculty advisor was rated the advising program lower than those assigned to counseling or to a faculty advisor. Students in the occupational/technical division rated the academic advising program more positively than those in arts and sciences or the "Other" category.

The general consensus among members of the evaluation committee and respondents is that many improvements have been made to the advisement process during the past two years. Students are advised and registered more efficiently than before, and efforts have been made to correct errors in advisor lists and student folders. In spite of such efforts, there is still room for improvement. Recommendations for improving the academic advising program include:

1. Assign one person direct responsibility of the entire program.
2. Establish a tracking system to assure that advising folders are kept current.
3. Compensate advisors who are perform advising tasks.
4. Require program-placed students to acquaint themselves with their advisors.
5. Require students to see an advisor before registering for a class.
6. Establish a policy stating who may register without an advisor's signature.
7. Revise system of assigning students to an advisor.
8. Establish procedures for maintaining correct and current advisor lists.
9. Shorten registration period.
10. Require faculty to maintain office hours for purpose of advising students.
11. Establish formal articulation procedures among all persons involved in advisement program.

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# INTRODUCTION

The quality of academic advising provided to Patrick Henry Community College (PHCC) students has been a source of concern for several years. Students, teachers and administrators are concerned that the best possible advice be provided in the most efficient, pleasant manner possible. This concern is evident in the number of changes which have been made in the academic advising program during the past two or three years and the number of attempts at evaluating the program during the same period of time. Such evaluations have included thorough reviews of current literature regarding academic advising, descriptions of exemplary academic advising programs, and lists of characteristics of such programs. These evaluations have resulted in PHCC advisors being told what "good advising" is, how it should be done, and what they are doing wrong. None of the reports submitted to this committee have emphasized what advisors are doing right, which changes have brought about beneficial results, or what the strong points of PHCC's academic advising program are.

In addition to a lack of information about strong points of the academic advising program, there is a lack of hard data to substantiate evidence about pros and cons of the program. All conclusions and recommendations in the past have been based on qualitative types of information with little or no emphasis on student perceptions concerning the academic advising program.

After spending two days on campus in May, 1986, to conduct interviews with faculty and administrators, Dr. Sim O. Wilde, an academic advising consultant, drew a number of conclusions about the advisement process and made recommendations for improving the system. One of his recommendations was that a Task Force be appointed to study the advising function and all of the functions which impact on it at PHCC. Additionally, he suggested that members of the Task Force spend a year in deliberation and have a report ready to submit to the Dean of Academic and Student Development outlining a plan of action for implementation by fall quarter, 1987.

In response to this recommendation, the Dean of Academic and Student Development appointed an Academic Advising Evaluation Committee consisting of the Coordinator of Institutional Research, Planning and Evaluation, who acted as chairperson, the Director of Student Development, and two faculty members. Subsequently, the Director of Student Development requested that the Coordinator of Testing be included as a committee member

because of his interest in academic advising and the strong probability that he could provide valuable input to the committee.

This report summarizes the committee's work and attempts to "fill in the gaps" of previous studies by presenting practical suggestions for improvement, hard data, student perceptions, and by pointing out good qualities as well as bad ones concerning the advisement program at PHCC. It goes at least one step further than evaluations conducted in the past and takes a comprehensive look at the whole advisement system.

## METHODOLOGY

At its first meeting, the committee decided that two crucial pieces of information were needed in order to conduct a thorough evaluation. These were:

1. Specific information from advisors and involved administrators concerning problems they had encountered during the advisement process.

2. Student input concerning their unique problems and perceptions of the process.

In order to obtain this information, surveys were conducted by the Coordinator of Institutional Research, Planning and Evaluation during winter quarter, 1987, using questionnaires developed by the institutional research office. Both questionnaires are included in this report as Appendix A (Advisor Questionnaire) and Appendix B (Advisee Questionnaire). The Advisor Survey was conducted through the campus mail system, and the Advisee Survey was conducted as an in-class exercise to a sample of Occupational/Technical and college transfer classes by the Coordinator of Institutional Research, Planning and Evaluation. Classes were selected in order to collect information from the largest number of program-placed students possible.

Additional information was collected from Administrative Data Services in the form of advisor/advisee lists. This information was used to determine the percentage of students who had not been assigned an advisor, the number who were correctly assigned, and the number incorrectly assigned. Administrative Data Services also provided information concerning data available through the Student Information System in Richmond.

Information provided by college personnel was consolidated into a verbatim summary which is included as Appendix C in this report. Student information was subjected to crosstabulation and, where appropriate, chi-square analyses in order to determine whether

a particular group of students answered differently than others. Additionally, information from students was consolidated for each advisor in order to provide an individual report for each advisor. Information was also analyzed in such a way as to provide separate analyses for each division and for each advisor type, such as counselors and faculty advisors.

## RESULTS

### ADVISOR SURVEY

In the most recent report on academic advising, Dr. Wilde states that "a number of frustrations were expressed about the advising system." He views these frustrations as evidence of negative feelings concerning the academic advising system. Similar frustrations were expressed during the course of the current evaluation. While such frustrations are at best difficult to deal with, they should not be viewed as totally negative. They do indicate an interest in the academic advising system, a desire to make it work, and a readiness to make effective changes.

Of twenty-four faculty members who returned questionnaires, twenty-three stated that they were assigned students to advise and one person was not responsible for advising students. One advisor reported being responsible for advising 1-5 students, nine were responsible for 11-15, and 13 were responsible for more than 20. Only the comments of persons who are actively involved in the advisement process are included in this report.

The practice of paying interested faculty to advise students was applauded by advisors who responded to the survey. These paid advisors return early from summer vacations and remain on campus between fall and winter quarters in order to make knowledgeable people available to advise students during the entire registration period. Respondents also stated that the policy of requiring students to see their advisors before being allowed to register works well. There was some concern about counselors and paid advisors being able to adequately advise technical students, because they are unfamiliar with all of the technical curricula. This concern was not repeated by a large number of respondents, however.

A related suggestion made by respondents and echoed by committee members is that persons who are interested in the advising program and are good advisors should receive release time or similar compensation in order to advise students. Those who do not want to act as academic advisors should have other duties assigned to them to replace that duty. Such a system would insure that students would be advised by someone who wants to advise them and they would therefore be more likely to receive accurate advice. It would have the added benefit of increasing the likelihood that advisors would be available when students need them because of lightened teaching loads.

Several respondents stated that they feel most of the academic advising program works better after the first quarter that students are enrolled. There seems to be a feeling that once the students begin seeing their regular advisor, the process works more smoothly. Advisors report being able to spend more time with each advisee after they are initially enrolled, and that the winter and spring quarter advisement period seems to go much more smoothly than fall because of this. Respondents also suggested that the entire process would work better if students were required to see their faculty advisors in order to register after their initial enrollment, and that the process may work better if new students were required to wait until faculty are on campus to register. In this way, they would be able to see a faculty advisor before registering.

The most prevalent comment expressed by persons who provided information was that they were happy to provide information, but felt that nothing would be done as a result of the survey. Such comments are most likely a result of the fact that academic advising at PHCC has been studied for several years. In spite of changes which have occurred as a result of the studies, it still seems to some respondents that not much is being done.

The most frequently cited frustration was that the registration process drags on far too long causing other problems such as:

1. Students registering at times when faculty are not on campus.
2. Advisors having trouble contacting students who have already registered without input from their advisors.
3. Advisors who are on duty too long. Advisors are frequently on duty for long periods of time when no students come by for advice because they wait until the first or the fifteenth of the month to pay fees and register.

Comments such as these also point out a second area of concern, which is the close association of advisement and registration. Students are told that they must see their advisors, but they are allowed to register without an advisor's signature. Counselors are placed in the position of deciding whether to sign registration cards for persons who say they cannot contact their advisors or to turn students away and risk losing FTES. Because college administrators have placed major emphasis on recruitment and retention of students, the counseling department has most often opted for the former by advising and counseling students themselves before signing registration cards instead of turning away students or sending them to find their advisors. While actions such as these do lead to increased enrollment, they also send mixed signals to students who are told that they must get advisement but are allowed to register and take classes without even knowing who their advisors are.

The fact that counselors sign registration cards of students who are not assigned to them for advisement has led to complaints from other advisors. Some feel that no student should be allowed to register without an advisor's signature, while others feel that counseling should register some students even if they are not assigned to counseling. There is not a clearly defined written policy in this area.

Advisors reported receiving incomplete or inaccurate lists of persons they are supposed to advise, receiving information about people they never see and not receiving information about students who routinely come to them for advisement. This complaint was substantiated by a check of the master advisor list in use at the time of this survey, which indicated that 41% of PHCC's students either had no advisor or were assigned to "Staff". A spot check of individual advisor lists revealed that as many as 50% of students listed were inappropriately assigned, meaning that they came to an advisor who had no information about the student, or the advisor had information about students who never showed up for advisement. Approximately 10% of the students had more than one folder with the same advisor and were assigned to an entirely different advisor.

The process of keeping accurate advisor lists is further complicated by the fact that students frequently change majors and therefore need to change advisors. When such changes are made, they don't always lead to advisors being informed of the changes, or of students being informed about changes of advisors. At this time there is not a clearly

defined, consistently applied procedure for changing advisors, updating advisor lists, and forwarding folders to correct advisors on a routine basis. A process is in operation at this time which works far more smoothly now than in past years, but the step-by-step procedures are not written down.

Also listed as a source of frustration is having to deal with incomplete folders for students who need advisement. Advisors stated that it is unusual for all information about a particular student to be included in the folder without a certain amount of tracking down to get the information. One respondent suggested that all folders be kept at the division office and distributed from there. If this is the central processing point for folders, when students change major or request a change of advisor, there will be no question about what should be done with the folders. Advisors would also be able to check with the division office to determine whether a missing folder is available there.

The problem of maintaining up-to-date student folders is further complicated by the fact that students frequently do not turn in all information for their files. Counselors and advisors report having problems motivating some students to supply all information needed.

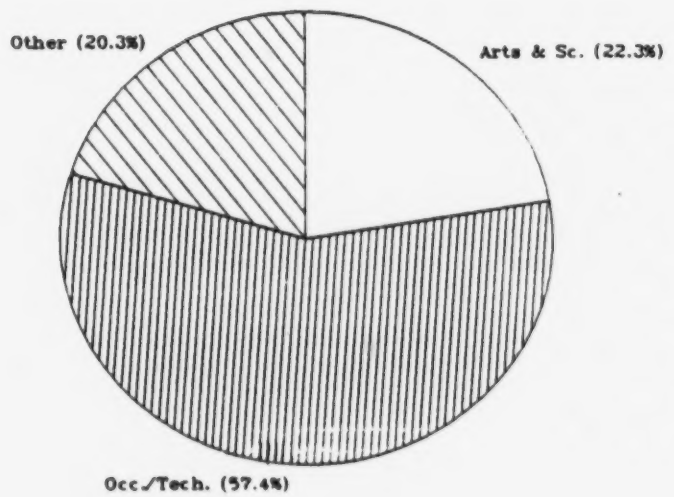
Many problems and complaints have been discussed thus far. The tone of comments submitted with questionnaire responses may be characterized, however, by one respondent who stated that things are better now than they have been in years because of the hard work which has been put into this program, but there is still room for improvement. Most comments dealt with areas needing improvement, but were not totally critical of the program.

## ADVISEE SURVEY

During the month of February, 1987, students in classes which had been selected to participate in the advisement survey were requested to complete the academic advising survey which is Appendix B in this document. This questionnaire was divided into four parts. The first two parts dealt with advisee perceptions about what actually happens during an advising session, the third part dealt with the degree of satisfaction students have concerning advising, and the fourth dealt with demographic information and questions designed to find out how many advising sessions took place during the year.

Of 292 students present in classes which were surveyed, only one requested to be excused. Thus, a sample size of 291 students was achieved. Of these, 65 students (22.3%) considered themselves to be in the Arts and Sciences division, 167 (57.4%) in the Occupational/Technical division and 59 (20.3%) were in neither division. This distribution is graphically presented in Figure 1.

Figure 1: **Distribution of Respondents by Division**



Key questions which were designed to find out how satisfied students are with the academic advising program are summarized in Table 1, which provides a breakdown of how students in each division responded to such questions. Table 2, a simplification of key information from Table 1, indicates that for the five questions dealing with degree of satisfaction with the academic advising program, Occupational/Technical (O/T) students consistently rated their level of satisfaction higher than Arts and Sciences (A & S) or Other students.

Table 1: RATINGS OF ACADEMIC ADVISING BY DIVISION

| | | Arts and Sciences n = 65 | Occupational/ Technical n = 167 | Other n = 59 | TOTAL n = 291 |
|---|---|---|---|---|---|
| I am satisfied in general with the academic advising I have received. | Strongly Disagree | 15.4% | 12.6% | 11.9% | 13.1% |
| | Disagree | 10.8% | 14.4% | 10.2% | 12.7% |
| | Agree | 40.0% | 37.1% | 37.3% | 37.8% |
| | Strongly Agree | 30.8% | 47.8% | 18.6% | 30.9% |
| I have received accurate information about courses, programs, and requirements through academic advising. | Strongly Disagree | 9.2% | 9.6% | 8.5% | 9.3% |
| | Disagree | 24.6% | 13.2% | 10.2% | 15.1% |
| | Agree | 36.9% | 39.5% | 40.7% | 39.2% |
| | Strongly Agree | 26.2% | 36.5% | 18.6% | 30.6% |
| Sufficient prior notice has been provided about deadlines related to college policies and procedures. | Strongly Disagree | 13.9% | 12.6% | 10.2% | 12.4% |
| | Disagree | 24.6% | 8.4% | 8.5% | 12.0% |
| | Agree | 27.7% | 43.7% | 39.0% | 39.2% |
| | Strongly Agree | 30.8% | 34.1% | 20.3% | 30.6% |
| Advising has been available when I needed it. | Strongly Disagree | 9.2% | 10.8% | 6.8% | 9.6% |
| | Disagree | 21.5% | 10.8% | 10.2% | 13.1% |
| | Agree | 32.3% | 38.9% | 39.0% | 37.5% |
| | Strongly Agree | 33.8% | 38.3% | 22.0% | 34.0% |
| Sufficient time has been available during advising sessions. | Strongly Disagree | 9.2% | 16.2% | 8.5% | 13.1% |
| | Disagree | 23.1% | 10.8% | 8.5% | 13.1% |
| | Agree | 32.3% | 38.3% | 39.0% | 37.1% |
| | Strongly Agree | 32.3% | 32.9% | 22.0% | 30.6% |
| Which of the following best describes the majority of the academic advising you have received this year? | | | | | |
| | Advised individually by my assigned advisor. | 49.2% | 61.7% | 27.1% | 51.9% |
| | Advised individually by any available advisor. | 32.3% | 9.6% | 28.8% | 18.6% |
| | Advised with a group of students. | 4.6% | 10.8% | 1.7% | 7.6% |
| | Advised in conjunction with a course in which I was enrolled. | 9.2% | 12.6% | 18.6% | 13.1% |
| | No advising received. | 3.1% | 4.8% | 22.0% | 7.9% |
| Approximately how much time was generally spent in each advising session? | Less than 15 minutes | 41.5% | 43.7% | 45.8% | 43.6% |
| | 15 to 30 minutes | 43.1% | 47.3% | 27.1% | 42.3% |
| | 31 to 45 minutes | 9.2% | 4.8% | 10.2% | 6.9% |
| | 46 to 60 minutes | 3.1% | 3.0% | 5.1% | 3.4% |
| | 60 or more minutes | 0.0% | 0.0% | 5.1% | 10.0% |
| How many academic advising sessions have you had this academic year? | None | 9.2% | 10.8% | 33.9% | 12.1% |
| | One | 33.9% | 23.4% | 17.0% | 24.4% |
| | Two | 33.9% | 35.9% | 25.4% | 33.3% |
| | Three | 10.8% | 14.4% | 8.5% | 12.4% |
| | Four or more | 7.7% | 15.0% | 6.8% | 11.7% |

As Table 2 indicates, 84.9% of O/T students are generally satisfied with the academic advising they have received, compared to 70.8% of A & S students and 55.9% of Other students. Overall, 68.7% of surveyed students are satisfied with the academic advising they have received. In terms of accuracy of information, 76% of O/T students reported receiving accurate information, compared with 66.1% of A & S, 59.3% of Other students, and 69.8% overall. O/T students also reported the highest percentage of students receiving information about deadlines related to college policies and procedures, with 77.8% reporting that they receive sufficient prior notice. This compares with 59.3% of Other students, 58.5% of A & S students and 69.8% overall. Results also indicate that 71.2% of O/T students feel that sufficient time has been available to them during advising sessions. This compares with 64.6% in A & S and 61% of Other students. Information from Table 2 is further summarized in Figures 2 through 6.

TABLE 2: PERCENT OF STUDENTS WHO AGREE OR STRONGLY AGREE WITH QUESTIONS

| | ARTS AND SCIENCES | OCCUPATIONAL/ TECHNICAL | OTHER | TOTAL |
|---|---|---|---|---|
| I am satisfied in general with the academic advising I have received. | 70.8 | 84.9 | 55.9 | 68.7 |
| I have received accurate information about courses, programs, and requirements through academic advising. | 66.1 | 76.0 | 59.3 | 69.8 |
| Sufficient prior notice has been provided about deadlines related to college policies and procedures. | 58.5 | 77.8 | 59.3 | 69.8 |
| Advising has been available when I needed it. | 66.1 | 77.2 | 61.0 | 71.5 |
| Sufficient time has been available during advising sessions. | 64.6 | 71.2 | 61.0 | 67.7 |

These results were subjected to a Mantel-Haenzel chi-square test of independence to determine whether there was a significant difference in the way that these groups answered questions about the advisement process. An examination of Table 3 will indicate that there is a significant difference between the answers of these three groups of students. Table 3 includes a list of questions whose responses were tested to determine whether the manner in which students answered them was statistically significant, the value obtained, and the p-value, or probability value, which indicates how unusual the results obtained are. For instance, a p-value of 0.598, which was obtained for the question concerning

amount of time spent during an advisement session, means that if there is no difference between the groups in the way they answered the question, one would expect to find results this unusual or more unusual 598 times out or 1,000, or almost 60% of the time. This is not a significant finding because the odds of finding such results are so great.

Table 3: Results of Mantel-Haenzel chi-square Test of Independence for Key Questions by Division

| | Value | prob. |
|---|---|---|
| I am satisfied in general with the academic advising I have received. | 7.917 | 0.005 |
| I have received accurate information about courses, programs, and requirements tharough academic advising. | 5.875 | 0.015 |
| Sufficient prior notice has been provided about deadlines related to college policies and procedures. | 4.869 | 0.027 |
| Advising has been available when I needed it. | 6.073 | 0.014 |
| Sufficient time has been available during advising sessions. | 5.752 | 0.016 |
| Which of the following best describes the majority of the academic advising you have received this year? Advised individually by my assigned advisor. Advised individually by any available advisor. Advised with a group of students. Advised in conjunction with a course in which I was enrolled. No advising received. | 14.092 | 0.000 |
| Approximately how much time was generally spent in each advising session? | 0.278 | 0.598 |
| How many academic advising sessions have you had this academic year? | 3.764 | 0.052 |

ALL other results were statistically significant for the groups tested. This means that for every question listed in Table 3 the A & S and O/T divisions and the Other category of students answered every question significantly differently from each other. These results should not be underemphasized because in every case except the one mentioned above, the likelihood of finding results this unusual through chance alone are less than 52 times in 1,000, or 5.2%. When this finding is considered in conjunction with Tables 1

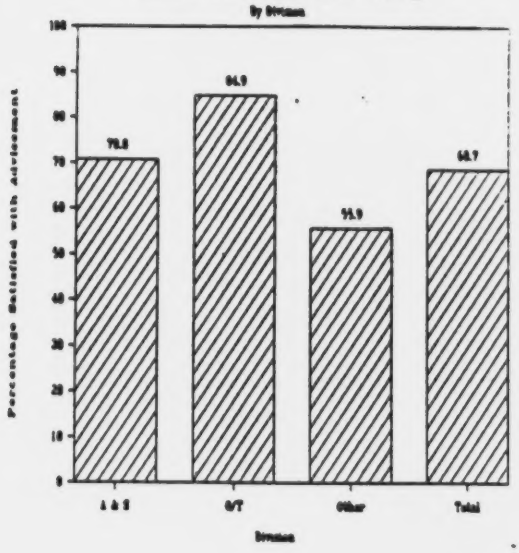
and 2, and Figures 2-6, it becomes evident that students who are not associated with either division are less satisfied, by a significant amount, than are those associated with the two divisions. It is also evident that students in the O/T area are significantly more satisfied with the advising program than are those in either of the other two categories. This finding is further substantiated by student comments made when the questionnaire was administered. Many students in O/T division classes were hesitant about completing the questionnaire because they felt that certain questions would be unfair to their advisors. Those who commented stated that they were advised regularly, correctly, and by someone who cared about them and their progress. They wanted to be fair to their advisors and didn't want to answer questions which they felt would not shed the best light on them. All students did complete the questionnaire.

Examination of responses to the question dealing with type of advisement received will yield a possible explanation for low degree of satisfaction on the part of students in the Other category. Twenty-two percent of the Other students report receiving no academic advising during the academic year, and only 55.9% reported receiving individual advice either from an assigned advisor or from any available advisor. When students were asked about how they were advised, 81.5% of A & S students reported being advised individually, while 71.3% of O/T students were individually advised, and only 55.9% in the Other category were individually advised.

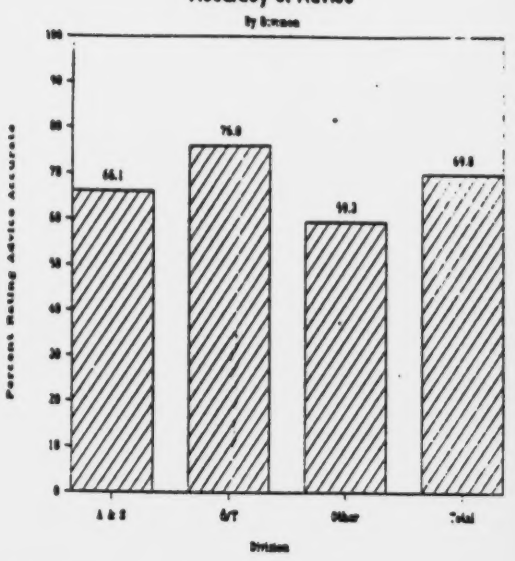
Students in the Other category also had the highest percentage reporting that advising sessions lasted less than 15 minutes. Responses to this question are clustered so near the total percentage and to each other that it is difficult to make comparisons among groups.

Survey respondents were also categorized according to the type of advisement they received. Categories included advisement by a member of the counseling department, such as the Coordinator of Testing, Director of Student Development, Coordinator of Career Development/Placement, or Breaking Barriers Counselors. A second category was Faculty advisor, meaning that a teaching faculty member was responsible for that person's advisement. The final category is Unknown, meaning that the student responded that he or she did not know who to go to for advisement. Figure 7 graphically depicts the distribution of students in these three categories. Faculty were responsible for advising 77.0% of the students in this sample, counseling for 8.2% and 14.8% were in the Unknown category.

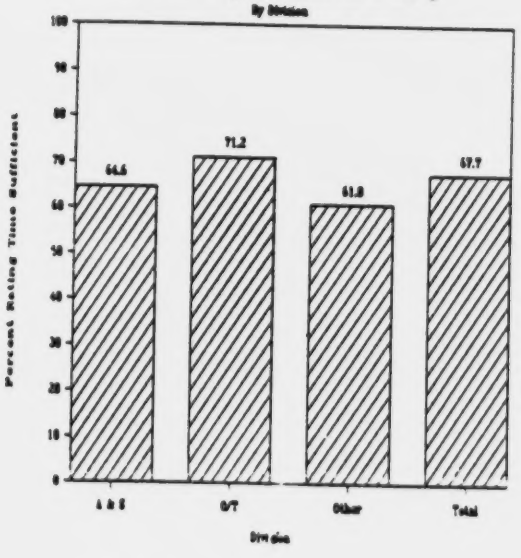
General Satisfaction with Advising



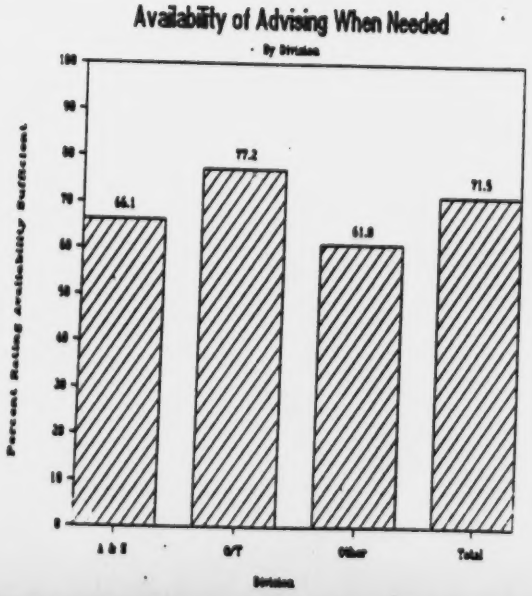

Accuracy of Advice




Sufficient Time Available for Advising




Availability of Advising When Needed




Sufficient Notice About Policies

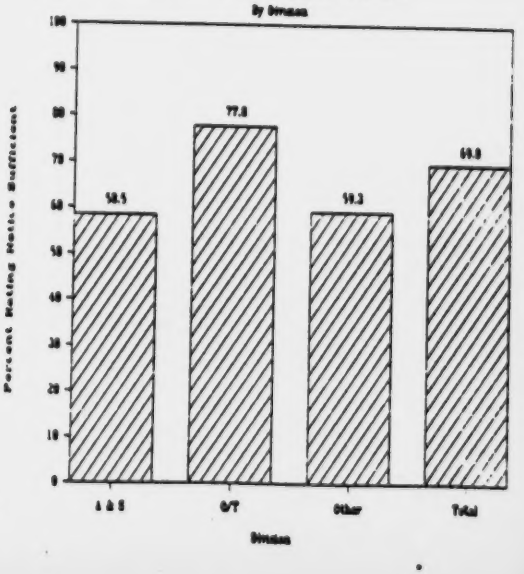
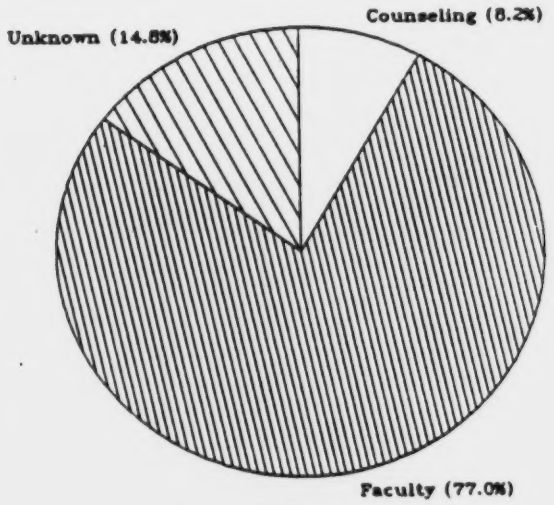


Figure 7: Distribution of Respondents

By Advisor Type




When the same questions discussed above are examined according to type of advisor, very different results are reached. Table 4 details the same information as that provided by Table 1, with the information broken down by type of advisor rather than division.

Table 5 further summarizes question responses indicating percentages of students who responded positively to each question, and Figures 8 through 12 graphically illustrate these results. It is evident from information in the table and figures that, in every area except having sufficient time available for advising sessions those students who were advised by faculty are more satisfied with the advising program than are those who are advised by counseling or who do not know who their advisor is. With regard to the question about having sufficient time available for advising sessions, students advised by counseling were more satisfied than those in the other two categories.

Table 4: RATINGS OF ACADEMIC ADVISING BY TYPE OF ADVISOR

| | | Counseling | Unknown | Faculty Advisor | TOTAL |
|---|---|---|---|---|---|
| | | n = 24 | n = 43 | n = 224 | n = 291 |
| I am satisfied in general with the academic advising I have received. | Strongly Disagree | 12.5% | 16.3% | 12.5% | 13.1 |
| | Disagree | 8.3% | 9.3% | 13.8% | 12.7 |
| | Agree | 45.8% | 37.2% | 37.1% | 37.8 |
| | Strongly Agree | 29.2% | 9.3% | 35.3% | 30.9 |
| I have received accurate information about courses, programs, and requirements through academic advising. | Strongly Disagree | 4.2% | 11.6% | 9.4% | 9.3 |
| | Disagree | 25.0% | 11.6% | 14.7% | 15.1 |
| | Agree | 37.5% | 39.5% | 39.3% | 39.2 |
| | Strongly Agree | 29.2% | 9.3% | 34.8% | 30.6 |
| Sufficient prior notice has been provided about deadlines related to college policies and procedures. | Strongly Disagree | 12.5% | 11.6% | 12.5% | 12.4 |
| | Disagree | 16.7% | 7.0% | 12.5% | 12.0 |
| | Agree | 33.3% | 37.3% | 40.2% | 39.2 |
| | Strongly Agree | 33.3% | 16.3% | 33.0% | 30.6 |
| Advising has been available when I needed it. | Strongly Disagree | 4.2% | 11.6% | 9.8% | 9.6 |
| | Disagree | 16.7% | 14.0% | 12.5% | 13.1 |
| | Agree | 37.5% | 32.6% | 38.4% | 37.5 |
| | Strongly Agree | 37.5% | 14.0% | 37.5% | 34.0 |
| Sufficient time has been available during advising sessions. | Strongly Disagree | 4.2% | 14.0% | 13.8% | 13.1 |
| | Disagree | 8.3% | 11.6% | 13.8% | 13.1 |
| | Agree | 50.0% | 34.9% | 36.2% | 37.1 |
| | Strongly Agree | 33.3% | 11.6% | 33.9% | 30.6 |
| Which of the following best describes the majority of the academic advising you have received this year? | | | | | |
| | Advised individually by my assigned advisor. | 41.7% | 18.6% | 59.4% | 52.0 |
| | Advised individually by any available advisor. | 45.8% | 23.3% | 14.7% | 18.6 |
| | Advised with a group of students. | 0.0% | 2.3% | 9.4% | 7.6 |
| | Advised in conjunction with a course in which I was enrolled. | 12.5% | 20.9% | 11.6% | 13.1 |
| | No advising received. | 0.0% | 32.6% | 4.0% | 7.9 |
| Approximately how much time was generally spent in each advising session? | Less than 15 minutes | 33.3% | 53.5% | 42.9% | 43.6 |
| | 15 to 30 minutes | 41.7% | 20.9% | 46.4% | 42.3 |
| | 31 to 45 minutes | 12.5% | 9.3% | 5.8% | 6.9 |
| | 46 to 60 minutes | 4.2% | 4.7% | 3.1% | 3.4 |
| | 60 or more minutes | 8.3% | 2.3% | 0.0% | 1.0 |
| How many academic advising sessions have you had this academic year? | None | 4.2% | 44.2% | 10.7% | 15.1 |
| | One | 20.8% | 18.6% | 25.9% | 24.4 |
| | Two | 41.7% | 20.9% | 34.8% | 33.3 |
| | Three | 20.8% | 2.3% | 13.4% | 12.4 |
| | Four or more | 12.5% | 2.3% | 13.4% | 11.7 |

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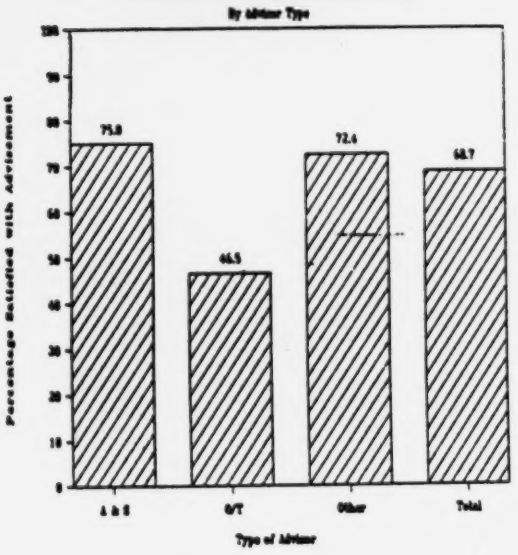
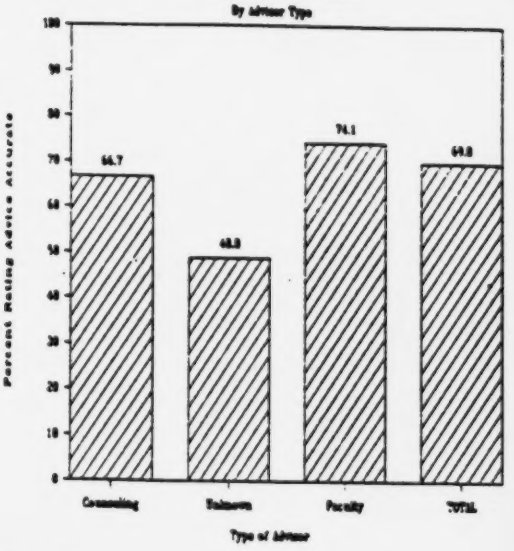
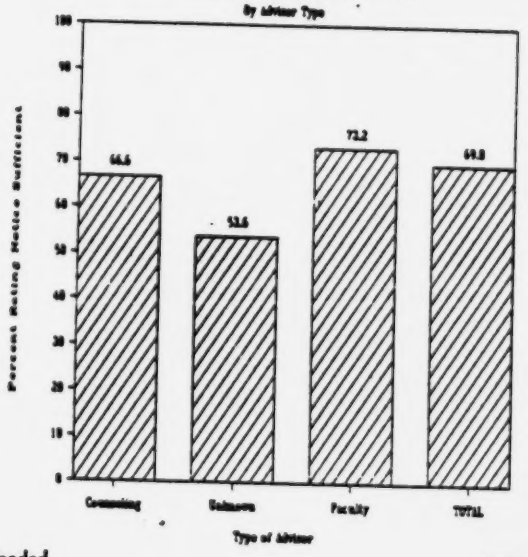
## General Satisfaction with Advising



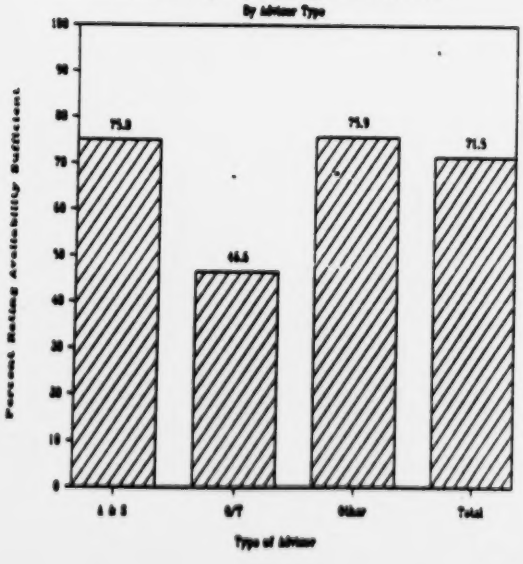

## Accuracy of Advice




## Sufficient Notice About Policies




## Availability of Advising When Needed




## Sufficient Time Available for Advising

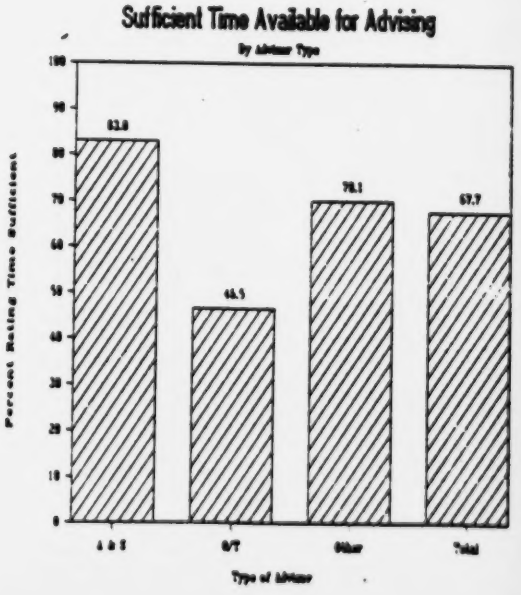


TABLE 5: PERCENT OF STUDENTS WHO AGREE OR STRONGLY AGREE WITH QUESTIONS

| | Counseling | Unknown | Faculty | TOTAL |
|---|---|---|---|---|
| I am satisfied in general with the academic advising I have received. | 75.0 | 46.5 | 72.4 | 68.7 |
| I have received accurate information about courses, programs, and requirements through academic advising. | 66.7 | 48.8 | 74.1 | 69.8 |
| Sufficient prior notice has been provided about deadlines related to college policies and procedures. | 66.6 | 53.6 | 73.2 | 69.8 |
| Advising has been available when I needed it. | 75.0 | 46.6 | 75.9 | 71.5 |
| Sufficient time has been available during advising sessions. | 83.0 | 46.5 | 70.1 | 67.7 |

Survey results which are reported in Table 4 were subjected to a Mantel-Haenzel chi-square test of independence to determine whether there is a systematic difference in the way students in each group responded to the questions. (This chi-square test was used because a number of cells in the crosstabulation table had expected frequencies of less than 5, and a simple chi-square test would have yielded biased results.) Results of the chi-square test indicate that there are significant differences in the way that students advised by different types of advisors responded to the questions. The most significant results are those for questions dealing with general levels of satisfaction with the academic advising program and accuracy of information obtained. Both of these questions obtained probability levels of 0.002, which means that if there were no systematic differences in the way groups responded, the chance of obtaining results this unusual or more unusual would be one chance in two thousand.

Also differing significantly in the way that students responded are the questions concerning type of academic advising sessions and availability of advising when needed. As Table 6 indicates, students in different groups felt very differently about these questions, as indicated by a 0.006 p-value for the description question and 0.009 for the availability question. These results would suggest that students are advised very differently depending on whether they are assigned to counseling, a faculty advisor, or to neither of those. It would also suggest that students who do not know who their advisor is feel that they do not have access to advising when they need it.

Table 6: Results of Mantel-Haenzel chi-square Test of Independence for Key Questions by Advisor Type

| | Value | prob. |
|---|---|---|
| I am satisfied in general with the academic advising I have received. | 9.330 | 0.002 |
| I have received accurate information about courses, programs, and requirements tharough academic advising. | 9.202 | 0.002 |
| Sufficient prior notice has been provided about deadlines related to college policies and procedures. | 6.726 | 0.010 |
| Advising has been available when I needed it. | 6.806 | 0.009 |
| Sufficient time has been available during advising sessions. | 2.901 | 0.089 |
| Which of the following best describes the majority of the academic advising you have received this year? Advised individually by my assigned advisor. Advised individually by any available advisor. Advised with a group of students. Advised in conjunction with a course in which I was enrolled. No advising received. | 7.672 | 0.006 |
| Approximately how much time was generally spent in each advising session? | 2.883 | 0.089 |
| How many academic advising sessions have you had this academic year? | 3.264 | 0.071 |

Table 6 also indicates that significant differences were found in connection with the questions concerning receiving sufficient notice about deadlines, the amount of time spent during advising sessions, having sufficient time available during the sessions, and the number of sessions conducted during the academic year. These results indicate that students in the various groups answered these questions very differently. When the p-values are considered in conjunction with percentages of students who responded to each alternative for the questions, it is evident that students who are unsure about their advisor's identity are far less satisfied with PHCC's academic advising program than are students advised by either faculty advisors or the counseling department. Students in the Unknown category answered significantly more negatively than either of the other two groups to every question in this part of the survey.

Thus far this section of the report has been concerned with those portions of questionnaires dealing with general levels of satisfaction on the part of students in a variety of categories. Other questions were also tabulated to determine how students in those same categories responded to each. Tabulations by division and by advisor type are included as Appendices D and E respectively. Similar reports will be given to every advisor so that they may see how their advisees rated them, and compare their results to those of their division, advisor type, or to the entire group.

## CONCLUSIONS

It is evident from comments made by advisors who participated in the survey that a number of correctable problems are causing frustrations. These problems include:

1. Incomplete and incorrect advisee lists.
2. Lengthy registration period during which advisors are required to be on duty and no students show up for advisement.
3. Students being advised by counseling without advisor's knowledge.
4. Lack of information concerning students they are supposed to advise.
5. Students being allowed to register for classes without having been advised.
6. Fall registration beginning before faculty are required to report for work, leading to students being advised and registered before faculty are on campus.
7. Faculty are not evaluated on their performance in advising students.
8. Students change advisors without notifying current advisor, who maintains records and expects to see them each quarter.

The unusually long registration period has caused problems such as:

1. Students register for fall classes before faculty return to work in the fall.
2. Students do not make appointments with advisors, but hope to "bump into them" in order to obtain advisement and get registration cards signed.
3. Advisors are required to be on duty during periods when it is unlikely that students will request advice.
4. Since advisors cannot be on duty during the entire registration period, students frequently miss their advisors.
5. Folders are sent to advisors with incomplete information.

Counselors report that the lack of a clearly stated policy concerning who should be advised through their office and who should be sent to a division office has left them in a quandary as to who they should allow to register without an advisor's signature.

Occupational/Technical students responded to key questions on the survey significantly more positively than Arts and Sciences students, and those students assigned to neither division responded most negatively to survey questions. Positive responses were verified

by comments made by O/T students during the course of the survey indicating that they are happy with the advisement process. This result may be explained somewhat by the fact that 22% of students in the Other category reported receiving no academic advising, and only 55.9% reported being individually advised during the academic year.

Students advised by faculty advisors responded significantly more positively to key questions than did those advised by counseling or those who didn't know who their advisor was. The only area in which counseling received more positive responses was having sufficient time available for advising sessions. It seems that counselors take more time with students who come to them for advising, but this does not necessarily result in a higher degree of satisfaction concerning the advisement process on the part of those students.

A possible source of bias in this study concerns the number of faculty advisors who responded compared to the number of counselors. Because so many more faculty advisors responded to questions and wrote comments, it may appear that there is an undue amount of criticism concerning advisement by the counseling department. There was criticism of both areas as well as positive comments about both areas, and it seemed to the committee that neither area was criticized more than the other when the distribution of respondents was considered. If bias is present in this study, it only relates to comments because all other data analysis controlled for the number of respondents in each group.

A limitation of this study is that it does not look for causes of the significant differences which are reported. The chi-square test of independence indicated that there were significant differences in the way that students responded to questions depending on whether they were advised by counselors, faculty advisors, or didn't know who their advisors were. While these results discussed in the previous paragraph are statistically significant, it could be argued that the differences between percentages for faculty advisors and counselors are so small that their educational importance is questionable. In fact, both faculty advisors and counselors were both rated more positively than the total group on every one of the key questions examined in depth, and their percentage rates were less than one point apart for the question dealing with availability of advisement when needed. This would seem to suggest that those students in the "unknown" group accounted for the statistically significant differences. Further tests are needed to determine whether this is truly the case.

While this is the most comprehensive evaluation of PHCC's academic advising program attempted to date, there remain a number of areas which it does not address. Among these is the entire area of student responsibilities with respect to the academic advising process. Cited as a problem by counselors and a number of advisors is the idea that students frequently report that they have unsuccessfully tried to contact their advisors before coming to the counseling office for assistance when they haven't made such attempts. Also, advisors report that students are unwilling to spend time obtaining academic advice, even when they know it would benefit them. This area should be examined and student responsibilities outlined in writing and explained to them along with explanations of the entire academic advising program.

A further limitation of this study is the fact that no mention is made of retention rates for the various groups. Since PHCC does not have a tracking system is place at this time to determine which students remain for further study, this question was not dealt with here. It should be dealt with in a future study after such a tracking system has been in place for a period of time.

Also needing to be examined in a future study is the type of student who is advised by counseling, faculty advisors, or who states that his or her advisor is "Unknown". There is the possibility that these students may differ systematically and thus skew survey results. If that is the case, such differences would need to be controlled for in a future study.

## RECOMMENDATIONS

The Academic Advising Evaluation Committee discussed results of the advisor survey and preliminary results of the advisee survey, examined reports of the advising process submitted prior to this study, and are in agreement that the following recommendations for changes to the program should be made:

1. One person should be assigned direct responsibility for the academic advising program. The person in charge of the program should coordinate all aspects of the program and insure that all elements are in concert to the benefit of students. The committee asserts that this is a crucial first step toward an effective program.

2. A tracking system should be established and documented in writing to insure that:
   a. All program-placed students are assigned an advisor and know who that advisor is.

   b. All students have an advising folder which contains information necessary for advisors to adequately assess their needs in order to provide appropriate advice.

   c. Students who change major will also be notified about their new advisor, and old advisors will be notified of the change in order to forward folders to the appropriate person.

   d. Students who change major or advisor will not be handicapped by lack of folders with their new advisors.

   e. Advisors have only their own advisee's folders, which are complete and up-to-date.

   f. It will be possible to track students from one advisor to another and to determine retention rates of students assigned to each advisor.

3. The system of compensating advisors who are interested and knowledgeable, either through extra pay or release time should be continued, with the additional suggestion that advisors be evaluated on their performance if that is a part of their contractual responsibilities.

4. Require all program-placed students to take orientation courses or to complete orientation materials such as "On the Move" packets which are designed to acquaint them with their advisors.

5. Require students to see an advisor in order to register for classes. This does not need to be done during the registration period, but at some time prior to registering for the next quarter.

6. Establish and publicize a policy stating who may register without an advisor's signature, whose registration cards may be signed by persons other than their advisors.

7. Revise the system of assigning students to an advisor with the following suggested guidelines:

   a. New students report to counseling department which will refer them to either the O/T of Arts and Sciences division office wherever possible.

   b. Division chairpersons will assign students to an appropriate advisor.

   c. All changes in advisor will be made through division offices

8. Establish procedures to detect and correct errors in advisor lists and make such corrections at the beginning of each quarter.

9. Shorten registration period in order to increase the likelihood that faculty will be available when students need advisement and to reduce or eliminate problems caused by the lengthy registration period.

10. Require faculty to routinely maintain office hours during which students may come by for advisement or to make an appointment to be advised.

11. Establish a formal period of articulation between faculty, counselors, and other persons who are involved in the advisement process to outline the process and deal with issues concerning advising at a time when everyone involved is able to attend.

# APPENDIX A

# ADVISOR QUESTIONNAIRE

PATRICK HENRY COMMUNITY COLLEGE
P.O. DRAWER 5311, MARTINSVILLE, VIRGINIA 24115, TEL. 703/638-8777

TO: Full-Time Faculty
Administration

FROM: Jean Williams Jean

SUBJECT: Academic Advising

DATE: December 1, 1986

As you are already aware, a committee was appointed at the October 31st faculty meeting to evaluate the academic advising process here at PHCC. In order to do the best job possible we want to obtain information from everyone who is involved in the advisement process. Please take a few moments to think about your role in advising students and changes which may make the procedures work more smoothly.

I would appreciate your answering each of the questions as completely and honestly as possible. Your answers are completely anonymous and no attempt will be made to identify respondents. In order to make this a worthwhile project, we need to have your honest opinions and comments---good as well as bad.

When you have finished please place your comments in my mailbox or slip them under my door. They need to be returned by Monday, December 8th. I will let you know about the results of this survey as soon as the answers are in.

1. Are students assigned to you for academic advisement?

_____ Yes
_____ No

2. Approximately how many students do you advise each quarter?

0 _____
1-5 _____
5-10 _____
11-15 _____
16-20 _____
more than 20 _____

3. What parts of the advisement procedures do you feel work well?

4. What are the problems that you have encountered with the advisement procedure?

5. How would you change this procedure if you could?

6. What part of academic advising do you like most?

7. What part do you like least?

8. Is the process used to select who advises effective in obtaining the best talent?

9. What problems are advisers encountering in regards to the advising process?

10. Have your advisees reported having difficulty getting together with you?

11. How often were plans about academic majors discussed with students the first term?

12. Do you feel that any of your advisees were improperly assigned to you during the fall term?

_____ Yes
_____ No

If yes, how many were misassigned? _____

13. Do you consider advising students to be a part of your routine duties?

_____ Yes
_____ No

14. Who do you think should be responsible for advising students?

_____ Faculty
_____ Academic Dean
_____ Division Heads
_____ Counseling
_____ Other - Specify _____

## APPENDIX B

## ADVISEE QUESTIONNAIRE

The administration at P.H.C.C. is attempting to improve the academic advising program, and would like to have your opinion of how well the system works. In order to make improvements, it is necessary to find out where the improvements are needed. Please complete the following survey and return the survey and answer sheet to the person who is administering it. Thank you very much for your time.

This survey is totally voluntary and your answers are anonymous. No attempt will be made to identify who responded to the questionnaire and who did not.

On the answer sheet, please write the name of the person who is assigned to be your adviser on the line marked NAME. Do not put your name on the answer sheet, only your adviser's name.

## PART I

Part I of this inventory concerns how you and your advisor approach academic advising. Even if you have had more than one advisor or have been in more than one type of advising situation this year, please respond to the statements in terms of your current situation.

In order to respond to the following statements, you must first decide how accurate or true each statement is (from Very True to Not True). Mark your answers to all questions in the Inventory on the separate answer sheet provided. Use a number 2 pencil. If you need to change an answer, erase it completely and then mark the desired response. DO NOT MARK ON THIS SURVEY!

Use the following guide to help you decide which response to mark on the answer sheet:

A - Always True
B - Almost Always True
C - Sometimes True
D - Almost Never True
E - Never True

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

1. My advisor helps me learn how to find out about courses and programs.

2. My advisor suggests important considerations in planning a schedule and then helps me make final decisions.

3. My advisor and I do not talk about vocational opportunities in conjunction with academic advising.

4. My advisor shows an interest in my out-of-class activities and sometimes suggests activities.

5. My advisor helps me identify realisitic academic goals based on what I know about myself, as well as my test scores and grades.

6. My advisor registers me for classes.

7. My advisor does not know who to contact about personal concerns, problems or issues not related to academic affairs.

8. My advisor does not spend time giving me tips on managing my time better or on studying more effectively.

9. My advisor and I discuss our expectations of advising and of each other.

10. My advisors suggests steps I can take to help me decide on a major.

11. My advisor and I use information, such as test scores, grades, interests, and abilities, to determine what courses are most appropriate for me to take.

12. My advisor does not talk with me about personal interests and plans unrelated to academics.

13. My advisor keeps informed of my academic progress by examining my files and grades and by talking to me about my classes.

## PART II

Directions--Consider the following activities that often take place during academic advising. During this academic year, how many times have you been involved in each activity? Use the code below to respond to questions 15-44 on the separate answer sheet.

A = None(0 times) C = 2 times E = 4 or more times
B = 1 time D = 3 times

How frequently have you and your advisor spent time . . .

15. Discussing college policies

16. Signing registration forms

17. Dropping and/or adding courses

18. Discussing possible majors or academic concentrations

19. Discussing personal values

20. Discussing important social or political issues

21. Discussing content of courses

22. Selecting courses for the next term

23. Planning a class schedule for the next term

24. Discussing transfer credit and policies

25. Discussing career alternatives

26. Discussing probation and dismissal policies

27. Discussing financial aid

28. Identifying other campus offices that can provide assistance

29. Discussing study skills or study tips

30. Discussing degree or major/academic concentration requirements

31. Discussing personal concerns or problems

32. Discussing internship or cooperative education opportunities

33. Talking about or setting personal goals

34. Evaluating academic progress

35. Getting to know each other

36. Discussing extracurricular activities

37. Discussing job placement opportunities

38. Discussing time management

39. Declaring or changing a major/academic concentration

40. Discussing the purpose of a college education

41. Talking about experiences in different classes/with different teachers

42. Talking about what you are doing besides taking classes.

## PART III

Considering the academic advising you have participated in at this college this year, respond to the gollowing statements on the answer sheet using the code below.

A - Strongly Disagree
B - Disagree
C - Agree
D - Strongly Agree

43. I am satisfied in general with the academic advising I have received.

44. I have received accurate information about courses, programs, and requirements through academic advising.

45. Sufficient prior notice has been provided about deadlines related to college policies and procedures.

46. Advising has been available when I needed it.

47. Sufficient time has been available during advising sessions.

## PART IV

Please respond to the following questions. Continue marking your responses on the same answer sheet.

48. What is your sex? A - Male B - Female

49. What is your age at your last birthday?
A - 18 or younger
B - 19 to 23
C - 24 to 28
D - 29 to 34
E - 35 or older

50. Which of the following best describes the majority of the academic advising you have received this year? Select only one.
A - Advised individually by my assigned advisor.
B - Advised individually by any available advisor.
C - Advised with a group of students.
D - Advised in conjunction with a course in which I was enrolled.
E - No advising received.

51. Approximately how much time was generally spent in each advising session?
A-Less than 15 minutes
B-15 to 30 minutes
C-31 to 45 minutes
D-46 to 60 minutes
E-60 or more minutes

52. How many academic advising sessions have you had this academic year?
A - None
B - One
C - Two
D - Three
E - Four or more

## APPENDIX C

## SUMMARY OF COMMENTS FROM ADVISOR SURVEY

1. Are students assigned to you for academic advisment?

| | |
|---|---|
| 23 | Yes |
| 1 | No |

2. Approximately how many students do you advise each quarter?

| | |
|---|---|
| 0 | 1 |
| 1-5 | 1 |
| 5-10 | 0 |
| 10-15 | 2 |
| 16-20 | 0 |
| more than 20 | 13 |

3. What parts of the advisement procedures do you feel work well?

a. As presently structured, all parts.
b. All parts after first quarter of enrollment.
c. Pre-registration of returning students only during the year.
d. 90%.
e. Consulting advisers, support from division chairmen & deans, aid from counseling.
f. Having faculty available during registration periods in the summer and between quarters to advise students. Requiring that students see their advisor before registering.
g. Summer pre-registration with paid faculty advisors.
h. Some advisees see me on a regular basis.
i. Having some advisees throughout, establishing specific office hours for studying for advising.
j. Assigning students to advisors (faculty) in specific curriculums.
k. I feel that winter quarter and spring quarter work very well. I schedule each advisee to see me and go over their folder in great detail.
l. It all works well with my students and myself.
m. Reassignment of students to division advisor when faculty advisors are unavailable.
n. All, for nursing.
o. Most parts would work better if the students had to see their faculty advisors.
p. None.
q. Where faculty advises students about their curriculum and which classes to take.
r. Assignment/Selection/Counseling students.

4. What are the problems that you have encountered with the advisement procedure?

a. Since we have had the extended registration periods, students are registering at times when faculty are not on campus -- especially Fall & Winter quarters.

b. Counseling has taken a hard line with respect to assisting students -- probably should use better judgement in some cases, not just turn the student away.
c. Persons advising during the time before Fall quarter are not knowledgeable enough about all the programs assigned to them to advise effectively.
d. Pre-registration of new students prior to Fall quarter.
e. Time to register is dragged out too long.
f. Sometimes counselors don't have enough information to advise technical students -- this has improved immensely this year.
g. Poor attitudes from counseling about changes made this year.
h. Some advisors do not take their responsiblities seriously. They don't contact their students at the end of the quarter nor do they keep office hours so that students can find them during the regular quarter..
i. Seeing advisees -- I cannot and will not set bear traps for them.
j. Most of my advisees sign up for my field (Lib. Arts) and don't know they have to take a foreign language. Most then have to switch. I don't get complete folders, or I get two folders for the same student. Most of my advisees never see me.
k. Coordinating my schedule and advisees.
l. Some students enrolled under federal grants are not receiving correct advisement about their curriculum from faculty advisors in the specific curriculum, instead they are being advised by grant personnel. Do not have computer to access student data.
m. Students are often advised for fall quarter before I am on campus and I don't get to see them until they have registered. It has often led to the necessity of add-drop forms to correct their schedules.
n. Students do not to see me. Registration period is too long. Students are not going to pay until the first or 15th of each month. For winter quarter, they aren't going to pay until December 15, or January 2nd.
o. Lack of time.
p. Advisees do not come to faculty but are advised by counseling office are "selected faculty" during summer.
q. Many students go to the Student Services to register. They do not register with teaching advisors.
r. Students not aware of who their advisors are even though I know they've been informed. Students come to me because their advisors are "not here" and I am told not to advise them even though I know exactly what the student should take.
s. I don't see my advisees often enough.
t. Infrequency of seeing students. Lack of time student is willing to give.
u. Persons are placed in a curriculum and they have no idea what types of jobs they will be qualified for or what is necessary to attain the degree or certificate.
v. Advisor changes. Non-availability of students/faculty schedule. Faculty/student understanding of the system.

5. How would you change this procedure if you could?

a. Revert to one/two week early registration period.
b. Need an atmosphere of cooperation between faculty and counseling.
c. More inservice for persons mentioned above.
d. Have one day with faculty available for new student registration.
e. Shorten the time.
f. Improvements have been made for 4. Instructors should be compensated when they have excessive numbers of advisees -- such as I have 50 advisees!
g. Not everyone should advise students. Only those people who want to be advisors should advise and those people should be compensated.
h. There must be some system that would ensure that an advisor will (1) <u>know</u> who his <u>advisees</u> are and (2) require that advisees <u>see</u> advisors.
i. Hold advising for new students until Septmeber 16 when faculty are on campus.
j. Shorten early registration period to 1 week. Not allow new curriculum students to register early for Fall Quarter. Computer hook-up to access student data.
k. Have fall registration during week preceeding start of fall quarter only. Faculty is here and could advise properly.
l. Keep folders at division level; assign times for advising for Those Who Want To Advise. (Those who do not want to advise can perform other functions at the division level) allow students to register at division level.
m. No change in Nursing, except that in the fall, faculty are not on campus during the registration period.
n. Have all new students meet with their faculty advisor in their major.
o. Have advisors have release time from teaching with compensation for advising. Have as advisors only those who like to advise and will do so willingly and carefully. Assigning students to instructors with whom they are studying when possible works best. Advisement contacts with such assignment are likely to be more frequent, easier to arrange, and more accurately related to the advisee's strengths and weaknesses.
p. I would have a limited number w/ especially interested and knowledgeable faculty who make themselves available assigned specific advising responsibility. I would pay them extra if that element is removed from other faculty contracts, and I would evaluate them on it. Regardless, at present I do not believe faculty are evaluated on advising as they should be. Faculty should schedule advising appointments.
q. I would have program advising done by faculty members -- not counselors.
r. Require more student involvement.
s. Students should know that as a relatively small institution we do not offer all courses each quarter;

therefore, adequate planning thru advisement is necessary if they are to complete the necessary courses in the stated amount of time.

t. Assign students according to interest/faculty relations.

6. What part of academic advising do you like most?

a. Contact with students.
b. Talking to students.
c. Contact with students on a one-to-one.
d. Working with students. Helping student reach his (sic) goal.
e. Helping to pick hours and sections for classes.
f. Matching the student's major with the faculty member's expertise.
g. Assisting students in planning out the year.
h. Forming relationships with students.
i. Talking with each student.
j. I don't like any part of it.
k. All.
l. Recommendations for course work selection; personal counseling.
m. Meeting with advisees.
n. Helping students individually; explaining importance of keeping on schedule.
o. Helping students plan their programs.
p. Advising students about elective choices in their curricula.
q. Some involvement.
r. Interaction.

7. What part do you like least?

a. Extended registration period.
b. Spread out over too long a period.
c. Others outside my department signing my advisees.
d. Errors in schedule.
e. Helping to pick hours and sections for classes.
f. Having students rush in five minutes before their and my class and expect my signature.
g. Do not feel it always necessary for advisor to sign registration form -- sometimes timing.
h. Allowing new curriculum students to register early prior to fall quarter -- I would prefer to meet with my advisees after I start the fall quarter.
i. Time required.
j. Sending out postcards/calling students who don't show up. Having incomplete folders, getting grade reports for students for whom I do not have folders. I have NEVER had any two lists that corresponded 100%. Students come who say I'm their advisor, I don't have folders, etc. etc. etc.
k. It's all okay.
l. Manning college advisement period when no students show up.
m. Correcting problems.
n. Double-checking section numbers and class times.

o. Trying to figure out which electives are okay for each curriculum. There are very few "absolutes" in telling students what can/cannot be done. "Everything" is viable or substitutable depending upon who you talk to. Published lists w/ acceptable courses are incomplete or arbitrary.
p. I don't see all my advisees.
q. Little time to work w/ students.

8. Is the process used to select who advises effective in obtaining the test talent?

a. Questionable -- What is the process?
b. Yes.
c. Fair.
d. No.
e. No. Not everyone should advise students. Only those people who want to be advisors should advise and those people should be compensated.
f. No. We <u>have</u> no such process. <u>Everyone</u> advises and therefore "talent" is not a consideration.
g. Yes.
h. Not really sure.
i. Yes, in our program (nursing).
j. It works well for me.
k. What process is used?
l. Yes -- in our department.
m. Some faculty fo not like to advise and therefore may not put forth their best effort to work w/ students in this capacity.
n. I guess so.
o. No, not for the summer ('86).
p. No.
q. No, full-time faculty are assigned to advise students regardless of whether or not they are interested or care or are any good at it.
r. Don't know.
s. No -- except new system w/ special advisers.
t. No -- most advisees

9. What problems are advisers encountering in regards to the advising process?

a. Since we have had the extended registration periods, students are registering at times when faculty are not on campus -- especially fall and winter quarters.
b. Knowing when courses are to be offered in quarters to come -- need a yearly schedule, not quarter by quarter.
c. Very few.
d. Sometimes counselors don't have enough information to advise technical students -- this has improved immensely this year. Poor attitudes from counseling about changes made this year. Instructors should be compensated when they have excessive numbers of advisees -- such as I have

50 advisees!

e. See Advisees -- I cannot and will not set bear traps for them. There must be some system that would ensure that an adviser will (1) know who his advisees are, and (2) require that advisees see the adviser.
f. I don't get complete folders, or I get two folders for the same student. Most of my advisees never see me. Most of my advisees sign up for my field (Lib. Arts) and don't know they have to take a foreign language. Most then have to switch majors.
g. Familiarity with all programs and course substitutions.
h. Getting all the students to meet me.
i. The counselors needd to all agree on which way to do advising. Are they going to sign our cards or not? Also, they need to get their act together with ours so that students are here when we are told to be here in the the fall.
j. Office hours may not meet student needs/demands.
k. None for me.
l. They don't see their advisers.
m. Students complete registration cards and simply want a signature. They sometimes feel that checking their folders and program requirements against their course selections is an unnecessary nuisance.
n. Don't know.
o. Infrequency of seeing students. Lack of time student is willing to give.
p. Many of those in Remedial programs do not understand the whole concept of getting credits for classes and working toward a degree. They will not be able to graduate in two years when they must take a year to learn to read, comprehend and do simple mathematics.
q. None.

10. Have your advisees reported having difficulty getting together with you?

a. No, however, with shorter period they would make appointments -- with long period they catch advisers in the hall between classes etc.

12. Do you feel that any of your advisees were improperly assigned to you during the fall term?

___10__ Yes
___13__ No

If yes how many were misassigned? __6,10,2,1,2,5__

a. Improperly is too strong. Sometimes the student changes his mind from day to day
b. Those in breaking barriers program who are not taking credit courses in the program that I teach
c. For Arts & Sciences - there were some students assigned improperly
d. No opinion
e. Some should have been assigned to me instead of to grant coordinators
f. I got folders at 1 o'clock and was told to advise them at 1 o'clock, but no one showed up anyway

13. Do you consider advising students to be a part of your routine duties?

___22___ Yes
____1___ No

a. However, compensation should be given for excessive amounts.
b. I keep the folders, file grade reports and counsel those who come to me
c. Yes - as a faculty member it should be

14. Who do you think should be responsible for advising students?

___21___ Faculty
_____1___ Academic Dean
____3___ Division Heads
___13___ Counseling
____3___ Other - Specify _____

a. Everyone
b. Interested and caring faculty who are willing to spend the time and who are compensated for the effort - compensation could be money, released time, lower teaching loads, etc. The fact is that, whether we like it or not, some faculty simply are not good at advising, some consider it a bore to be endured, and so some do it badly. We should find those who do it well, and get them the time and where with all to do the job.
c. Faculty - once curriculum has been identified
d. Counseling until identifying curriculum
e. Counseling - If they don't do this, what do all those counselors do? Let's hope they don't handle personal problems!

f. Faculty - for academics
g. Division Heads - if faculty are unavailable
h. Counseling - undecided
i. Faculty - once a student has selected a major
j. Counseling - undecided students
k. Faculty - primarily
l. Division Heads - Occasionally especially in special cases
m. Counseling - as back up to faculty
n. Quality faculty advising is an integral part of academic advising; however, the specialized skills, knowledge and experience of counseling staff is fundamental to problem resolution and direction of many students
o. Faculty - on program related items
p. Counseling - on non-program related items
q. Other - specify - Volunteers trained in certain areas
r. Other - specify - Director of Advising

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# APPENDIX D

## CROSSTABULATION OF ADVISEE SURVEY QUESTIONS BY DIVISION

## Crosstabulation of Responses by Division

Percentage of respondents who answered each question using the following guide:

A - Always True
B - Almost Always True
C - Sometimes True
D - Almost Never True
E - Never True

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 1. | My advisor helps me learn how to find out about courses and programs. | | | | | |
| | Arts and Sciences | 38.5 | 15.4 | 29.2 | 6.2 | 6.2 |
| | Occupational/Technical | 39.5 | 27.0 | 22.2 | 5.4 | 6.0 |
| | Other | 25.4 | 22.0 | 17.0 | 5.1 | 8.5 |
| 2. | My advisor suggests important considerations in planning a schedule and then helps me make final decisions. | | | | | |
| | Arts and Sciences | 35.4 | 29.2 | 13.9 | 7.7 | 9.2 |
| | Occupational/Technical | 40.7 | 28.1 | 19.2 | 4.2 | 7.2 |
| | Other | 17.0 | 22.0 | 28.8 | 1.7 | 10.2 |
| 3. | My advisor and I do not talk about vocational opportunities in conjunction with academic advising. | | | | | |
| | Arts and Sciences | 10.8 | 15.4 | 27.7 | 24.7 | 16.9 |
| | Occupational/Technical | 11.4 | 10.2 | 25.2 | 27.5 | 24.6 |
| | Other | 15.3 | 6.8 | 18.6 | 22.0 | 13.6 |
| 4. | My advisor shows an interest in my out-of-class activities and sometimes suggests activities. | | | | | |
| | Arts and Sciences | 13.9 | 26.2 | 16.9 | 16.9 | 21.5 |
| | Occupational/Technical | 21.0 | 16.8 | 25.2 | 10.8 | 26.4 |
| | Other | 10.2 | 6.8 | 23.7 | 11.9 | 25.4 |
| 5. | My advisor helps me identify realisitic academic goals based on what I know about myself, as well as my test scores and grades. | | | | | |
| | Arts and Sciences | 23.1 | 24.6 | 18.5 | 18.5 | 10.8 |
| | Occupational/Technical | 28.1 | 24.6 | 21.0 | 11.4 | 14.4 |
| | Other | 18.6 | 17.0 | 23.7 | 5.1 | 13.6 |
| 6. | My advisor registers me for classes. | | | | | |
| | Arts and Sciences | 35.4 | 16.9 | 10.8 | 15.4 | 15.4 |
| | Occupational/Technical | 45.5 | 17.4 | 8.4 | 7.2 | 20.4 |
| | Other | 35.6 | 8.5 | 17.0 | 3.4 | 13.6 |
| 7. | My advisor does not know who to contact about personal concerns, problems or issues not related to academic | | | | | |
| | Arts and Sciences | 10.8 | 9.2 | 16.9 | 24.6 | 32.3 |
| | Occupational/Technical | 10.8 | 9.0 | 15.0 | 29.3 | 33.5 |
| | Other | 10.2 | 6.8 | 15.3 | 13.6 | 30.5 |

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 8. | My advisor does not spend time giving me tips on managing my time better or on studying more effectively. | | | | | |
| | Arts and Sciences | 18.5 | 15.4 | 24.6 | 20.0 | 16.9 |
| | Occupational/Technical | 16.8 | 10.2 | 19.8 | 22.8 | 30.5 |
| | Other | 13.6 | 8.5 | 15.3 | 15.3 | 23.7 |
| 9. | My advisor and I discuss our expectations of advising and of each other. | | | | | |
| | Arts and Sciences | 9.2 | 7.7 | 24.6 | 21.5 | 30.8 |
| | Occupational/Technical | 12.0 | 20.4 | 23.4 | 14.4 | 29.3 |
| | Other | 8.5 | 15.3 | 11.9 | 13.6 | 28.8 |
| 10. | My advisors suggests steps I can take to help me decide on a major. | | | | | |
| | Arts and Sciences | 16.9 | 23.1 | 24.6 | 12.3 | 18.5 |
| | Occupational/Technical | 30.5 | 25.2 | 14.4 | 9.6 | 19.8 |
| | Other | 18.6 | 13.6 | 22.0 | 11.9 | 13.6 |
| 11. | My advisor and I use information, such as test scores, grades, interests, and abilities, to determine what courses are most appropriate for me to take. | | | | | |
| | Arts and Sciences | 21.5 | 18.5 | 18.5 | 19.4 | 21.5 |
| | Occupational/Technical | 25.8 | 24.0 | 17.4 | 12.0 | 19.8 |
| | Other | 27.1 | 10.2 | 20.3 | 8.5 | 13.6 |
| 12. | My advisor does not talk with me about personal interests and plans unrelated to academics. | | | | | |
| | Arts and Sciences | 20.0 | 16.9 | 21.5 | 18.5 | 18.5 |
| | Occupational/Technical | 18.0 | 15.6 | 16.8 | 23.4 | 25.8 |
| | Other | 17.0 | 13.6 | 18.6 | 10.2 | 17.0 |
| 13. | My advisor keeps informed of my academic progress by examining my files and grades and by talking to me about my classes. | | | | | |
| | Arts and Sciences | 12.3 | 12.3 | 21.5 | 20.0 | 26.2 |
| | Occupational/Technical | 29.9 | 27.0 | 20.4 | 10.2 | 11.4 |
| | Other | 11.9 | 18.6 | 17.0 | 10.2 | 18.6 |

PART II

Directions—Consider the following activities that often take place during academic advising. During this academic year, how many times have you been involved in each activity? Use the code below to respond to questions 15-44 on the separate answer sheet.

A = None(0 times) C = 2 times E = 4 or more times
B = 1 time D = 3 times

How frequently have you and your advisor spent time . . .

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 15. | Discussing college policies | | | | | |
| | Arts and Sciences | 40.0 | 32.3 | 15.4 | 3.1 | 4.6 |
| | Occupational/Technical | 34.7 | 15.0 | 27.0 | 9.6 | 11.4 |
| | Other | 37.3 | 22.0 | 10.2 | 3.4 | 2.1 |
| 16. | Signing registration forms | | | | | |
| | Arts and Sciences | 10.8 | 40.0 | 32.3 | 7.7 | 4.6 |
| | Occupational/Technical | 10.2 | 19.8 | 39.5 | 15.6 | 14.4 |
| | Other | 11.9 | 27.1 | 25.4 | 8.5 | 5.1 |
| 17. | Dropping and/or adding courses | | | | | |
| | Arts and Sciences | 43.1 | 36.9 | 10.8 | 1.5 | 3.1 |
| | Occupational/Technical | 40.1 | 30.5 | 18.6 | 4.2 | 6.0 |
| | Other | 42.4 | 23.7 | 8.5 | 1.7 | 0.0 |
| 18. | Discussing possible majors or academic concentrations | | | | | |
| | Arts and Sciences | 29.2 | 35.4 | 23.1 | 6.2 | 1.5 |
| | Occupational/Technical | 25.2 | 27.5 | 25.8 | 9.6 | 11.4 |
| | Other | 30.5 | 22.0 | 18.6 | 3.4 | 3.4 |
| 19. | Discussing personal values | | | | | |
| | Arts and Sciences | 58.5 | 12.3 | 20.0 | 3.1 | 1.5 |
| | Occupational/Technical | 43.7 | 18.6 | 19.2 | 5.4 | 12.6 |
| | Other | 35.6 | 23.7 | 10.2 | 3.4 | 5.1 |
| 20. | Discussing important social or political issues | | | | | |
| | Arts and Sciences | 58.5 | 15.4 | 13.9 | 3.1 | 4.6 |
| | Occupational/Technical | 56.3 | 21.6 | 7.8 | 3.6 | 10.2 |
| | Other | 52.5 | 10.2 | 6.8 | 5.1 | 3.4 |
| 21. | Discussing content of courses | | | | | |
| | Arts and Sciences | 23.1 | 30.8 | 26.2 | 7.7 | 7.7 |
| | Occupational/Technical | 14.4 | 21.0 | 25.2 | 10.8 | 28.1 |
| | Other | 10.2 | 33.9 | 17.0 | 6.8 | 8.5 |
| 22. | Selecting courses for the next term | | | | | |
| | Arts and Sciences | 29.2 | 26.2 | 29.2 | 4.6 | 6.2 |
| | Occupational/Technical | 16.8 | 25.2 | 28.1 | 18.6 | 9.6 |
| | Other | 30.5 | 30.5 | 10.2 | 3.4 | 3.4 |

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 23. | Planning a class schedule for the next term | | | | | |
| | Arts and Sciences | 40.0 | 26.2 | 21.5 | 3.1 | 4.6 |
| | Occupational/Technical | 22.8 | 21.0 | 28.7 | 16.2 | 10.8 |
| | Other | 39.0 | 22.0 | 11.9 | 0.0 | 3.4 |
| 24. | Discussing transfer credit and policies | | | | | |
| | Arts and Sciences | 49.2 | 27.7 | 13.9 | 3.1 | 1.5 |
| | Occupational/Technical | 46.1 | 21.6 | 18.0 | 10.8 | 3.0 |
| | Other | 45.8 | 20.3 | 8.5 | 0.0 | 1.7 |
| 25. | Discussing career alternatives | | | | | |
| | Arts and Sciences | 52.3 | 27.7 | 7.7 | 6.2 | 1.5 |
| | Occupational/Technical | 37.7 | 18.6 | 22.8 | 6.6 | 13.8 |
| | Other | 37.3 | 27.1 | 6.8 | 3.4 | 3.4 |
| 26. | Discussing probation and dismissal policies | | | | | |
| | Arts and Sciences | 78.5 | 7.7 | 4.6 | 1.5 | 3.1 |
| | Occupational/Technical | 71.9 | 19.2 | 6.6 | 0.6 | 1.2 |
| | Other | 62.7 | 11.9 | 3.4 | 0.0 | 0.0 |
| 27. | Discussing financial aid | | | | | |
| | Arts and Sciences | 58.5 | 21.5 | 9.2 | 6.2 | 0.0 |
| | Occupational/Technical | 48.5 | 28.1 | 14.4 | 3.6 | 4.2 |
| | Other | 44.1 | 22.0 | 5.1 | 0.0 | 6.8 |
| 28. | Identifying other campus offices that can provide assistance | | | | | |
| | Arts and Sciences | 49.2 | 27.7 | 12.3 | 4.6 | 1.5 |
| | Occupational/Technical | 37.7 | 31.1 | 19.8 | 4.2 | 6.0 |
| | Other | 39.0 | 17.0 | 15.3 | 1.7 | 5.1 |
| 29. | Discussing study skills or study tips | | | | | |
| | Arts and Sciences | 52.3 | 13.9 | 15.4 | 7.7 | 6.2 |
| | Occupational/Technical | 41.3 | 25.2 | 16.2 | 9.0 | 7.8 |
| | Other | 37.3 | 23.7 | 11.9 | 3.4 | 0.0 |
| 30. | Discussing degree or major/academic concentration requirements | | | | | |
| | Arts and Sciences | 32.3 | 23.1 | 32.3 | 1.5 | 6.2 |
| | Occupational/Technical | 25.2 | 21.0 | 27.0 | 13.8 | 12.0 |
| | Other | 32.2 | 25.4 | 15.3 | 3.4 | 1.7 |
| 31. | Discussing personal concerns or problems | | | | | |
| | Arts and Sciences | 50.8 | 21.5 | 12.3 | 3.1 | 7.7 |
| | Occupational/Technical | 45.5 | 21.6 | 14.4 | 7.8 | 9.6 |
| | Other | 44.1 | 22.0 | 8.5 | 3.4 | 0.0 |
| 32. | Discussing internship or cooperative education opportunities | | | | | |
| | Arts and Sciences | 63.1 | 16.9 | 10.8 | 3.1 | 0.0 |
| | Occupational/Technical | 54.5 | 18.0 | 15.0 | 6.0 | 6.0 |
| | Other | 55.9 | 17.0 | 3.4 | 0.0 | 1.7 |

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 33. | Talking about or setting personal goals | | | | | |
| | Arts and Sciences | 47.7 | 24.6 | 16.9 | 6.2 | 0.0 |
| | Occupational/Technical | 41.3 | 27.5 | 13.8 | 9.0 | 7.2 |
| | Other | 28.8 | 25.4 | 13.6 | 1.7 | 6.8 |
| 34. | Evaluating academic progress | | | | | |
| | Arts and Sciences | 46.2 | 27.7 | 13.9 | 4.6 | 3.1 |
| | Occupational/Technical | 29.3 | 25.8 | 25.2 | 9.6 | 9.6 |
| | Other | 37.3 | 17.0 | 15.3 | 3.4 | 5.1 |
| 35. | Getting to know each other | | | | | |
| | Arts and Sciences | 33.9 | 16.9 | 20.0 | 7.7 | 16.9 |
| | Occupational/Technical | 25.2 | 18.6 | 19.2 | 10.8 | 25.8 |
| | Other | 32.2 | 20.3 | 17.0 | 3.4 | 5.1 |
| 36. | Discussing extracurricular activities | | | | | |
| | Arts and Sciences | 44.6 | 15.4 | 18.5 | 7.7 | 7.7 |
| | Occupational/Technical | 30.9 | 13.8 | 15.0 | 7.2 | 12.6 |
| | Other | 30.9 | 10.2 | 10.2 | 5.1 | 1.7 |
| 37. | Discussing job placement opportunities | | | | | |
| | Arts and Sciences | 67.7 | 16.9 | 4.6 | 4.6 | 1.5 |
| | Occupational/Technical | 34.7 | 21.6 | 16.2 | 12.8 | 15.0 |
| | Other | 44.1 | 18.6 | 10.2 | 1.7 | 3.4 |
| 38. | Discussing time management | | | | | |
| | Arts and Sciences | 53.9 | 24.6 | 7.7 | 9.2 | 0.0 |
| | Occupational/Technical | 46.1 | 21.0 | 18.6 | 9.6 | 4.2 |
| | Other | 50.9 | 15.3 | 10.2 | 0.0 | 1.7 |
| 39. | Declaring or changing a major/academic concentration | | | | | |
| | Arts and Sciences | 58.5 | 23.1 | 10.8 | 1.5 | 1.5 |
| | Occupational/Technical | 59.3 | 25.2 | 13.2 | 1.2 | 0.6 |
| | Other | 54.2 | 17.0 | 3.4 | 1.7 | 0.0 |
| 40. | Discussing the purpose of a college education | | | | | |
| | Arts and Sciences | 56.9 | 24.6 | 7.7 | 1.5 | 4.6 |
| | Occupational/Technical | 43.7 | 24.6 | 18.6 | 4.8 | 7.8 |
| | Other | 49.2 | 18.6 | 5.1 | 3.4 | 1.7 |
| 41. | Talking about experiences in different classes with different teachers | | | | | |
| | Arts and Sciences | 46.2 | 15.4 | 29.2 | 3.1 | 1.5 |
| | Occupational/Technical | 43.1 | 19.2 | 16.8 | 8.4 | 11.4 |
| | Other | 44.1 | 13.6 | 11.9 | 5.1 | 3.4 |
| 42. | Talking about what you are doing besides taking classes | | | | | |
| | Arts and Sciences | 47.7 | 18.5 | 16.9 | 4.6 | 7.7 |
| | Occupational/Technical | 37.1 | 23.4 | 15.0 | 7.2 | 16.8 |
| | Other | 32.2 | 20.3 | 15.3 | 3.4 | 6.8 |

## APPENDIX E

## CROSSTABULATION OF ADVISEE SURVEY QUESTIONS BY TYPE OF ADVISOR

## CROSSTABULATION OF SURVEY QUESTIONS BY TYPE OF ADVISOR

Percentage of respondents who answered each question using the following guide:

A - Always True
B - Almost Always True
C - Sometimes True
D - Almost Never True
E - Never True

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 1. | My advisor helps me learn how to find out about courses and programs. | | | | | |
| | Counseling | 29.2 | 37.5 | 16.7 | 0.0 | 4.2 |
| | Unknown | 18.6 | 11.6 | 25.6 | 7.0 | 11.6 |
| | Faculty | 40.6 | 24.1 | 22.8 | 5.8 | 5.8 |
| 2. | My advisor suggests important considerations in planning a schedule and then helps me make final decisions | | | | | |
| | Counseling | 16.7 | 54.2 | 12.5 | 4.2 | 4.2 |
| | Unknown | 16.3 | 9.3 | 30.2 | 4.7 | 14.0 |
| | Faculty | 40.2 | 27.7 | 18.8 | 4.5 | 7.6 |
| 3. | My advisor and I do not talk about vocational opportunities in conjunction with academic advising. | | | | | |
| | Counseling | 16.7 | 0.0 | 12.5 | 37.5 | 20.8 |
| | Unknown | 16.3 | 7.0 | 18.6 | 16.3 | 14.0 |
| | Faculty | 10.7 | 12.5 | 26.8 | 26.3 | 21.9 |
| 4. | My advisor shows an interest in my out-of-class activities and sometimes suggests activities. | | | | | |
| | Counseling | 4.2 | 12.5 | 41.7 | 16.7 | 12.5 |
| | Unknown | 11.6 | 2.3 | 18.6 | 9.3 | 32.6 |
| | Faculty | 19.6 | 20.1 | 21.9 | 12.5 | 25.0 |
| 5. | My advisor helps me identify realisitic academic goals based on what I know about myself, as well as my test scores and grades. | | | | | |
| | Counseling | 16.7 | 12.5 | 37.5 | 12.5 | 8.3 |
| | Unknown | 18.6 | 16.3 | 14.0 | 4.7 | 20.9 |
| | Faculty | 27.2 | 25.5 | 20.5 | 13.0 | 12.5 |
| 6. | My advisor registers me for classes. | | | | | |
| | Counseling | 45.8 | 20.8 | 12.5 | 8.3 | 4.2 |
| | Unknown | 27.9 | 7.0 | 16.3 | 2.3 | 18.6 |
| | Faculty | 43.3 | 16.5 | 9.4 | 9.4 | 19.2 |
| 7. | My advisor does not know who to contact about personal concerns, problems or issues not related to academic | | | | | |
| | Counseling | 12.5 | 12.5 | 0.0 | 25.0 | 37.5 |
| | Unknown | 11.6 | 4.7 | 20.9 | 11.6 | 23.3 |
| | Faculty | 10.3 | 8.9 | 16.1 | 27.7 | 34.0 |

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 8. My advisor does not spend time giving me tips on managing my time better or on studying more effectively. | | | | | | |
| | Counseling | 12.5 | 16.7 | 8.3 | 29.2 | 20.8 |
| | Unknown | 16.3 | 7.0 | 16.3 | 9.3 | 23.3 |
| | Faculty | 17.0 | 11.2 | 21.9 | 21.9 | 27.2 |
| 9. My advisor and I discuss our expectations of advising and of each other. | | | | | | |
| | Counseling | 8.3 | 20.8 | 4.2 | 33.3 | 20.8 |
| | Unknown | 7.0 | 7.0 | 16.3 | 9.4 | 34.9 |
| | Faculty | 11.6 | 17.9 | 24.1 | 15.2 | 29.5 |
| 10. My advisors suggests steps I can take to help me decide on a major. | | | | | | |
| | Counseling | 20.8 | 20.8 | 25.0 | 20.8 | 4.2 |
| | Unknown | 14.0 | 11.6 | 20.9 | 9.3 | 18.6 |
| | Faculty | 27.7 | 24.6 | 17.0 | 9.8 | 19.6 |
| 11. My advisor and I use information, such as test scores, grades, interests, and abilities, to determine what courses are most appropriate for me to take. | | | | | | |
| | Counseling | 33.3 | 12.5 | 25.0 | 16.7 | 4.2 |
| | Unknown | 20.9 | 11.6 | 18.6 | 4.7 | 18.6 |
| | Faculty | 25.0 | 22.3 | 17.4 | 13.0 | 20.5 |
| 12. My advisor does not talk with me about personal interests and plans unrelated to academics. | | | | | | |
| | Counseling | 16.7 | 12.5 | 20.8 | 29.2 | 8.3 |
| | Unknown | 18.6 | 14.0 | 14.0 | 4.7 | 20.9 |
| | Faculty | 18.3 | 16.1 | 18.8 | 21.4 | 24.1 |
| 13. My advisor keeps informed of my academic progress by examining my files and grades and by talking to me about my classes. | | | | | | |
| | Counseling | 12.5 | 16.7 | 25.0 | 25.0 | 12.5 |
| | Unknown | 9.3 | 16.3 | 16.3 | 4.7 | 23.3 |
| | Faculty | 25.9 | 23.7 | 20.1 | 12.5 | 15.2 |

## PART II

**Directions**—Consider the following activities that often take place during academic advising. During this academic year, how many times have you been involved in each activity? Use the code below to respond to questions 15-44 on the separate answer sheet.

A = None(0 times) C = 2 times E = 4 or more times
B = 1 time D = 3 times

How frequently have you and your advisor spent time . . .

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 15. | Discussing college policies | | | | | |
| | Counseling | 41.7 | 16.7 | 20.8 | 4.2 | 8.3 |
| | Unknown | 32.6 | 27.9 | 7.0 | 2.3 | 2.3 |
| | Faculty | 36.6 | 19.2 | 23.6 | 8.0 | 9.8 |
| 16. | Signing registration forms | | | | | |
| | Counseling | 0.0 | 41.7 | 29.2 | 16.7 | 4.2 |
| | Unknown | 16.3 | 20.9 | 27.9 | 2.3 | 4.7 |
| | Faculty | 10.7 | 25.0 | 37.1 | 13.8 | 12.1 |
| 17. | Dropping and/or adding courses | | | | | |
| | Counseling | 75.0 | 12.5 | 4.2 | 0.0 | 0.0 |
| | Unknown | 34.9 | 23.3 | 9.3 | 2.3 | 0.0 |
| | Faculty | 38.8 | 33.9 | 17.0 | 3.6 | 3.4 |
| 18. | Discussing possible majors or academic concentrations | | | | | |
| | Counseling | 12.5 | 37.5 | 29.2 | 8.3 | 4.2 |
| | Unknown | 39.5 | 16.3 | 14.0 | 0.0 | 2.3 |
| | Faculty | 26.3 | 29.5 | 25.0 | 8.9 | 8.9 |
| 19. | Discussing personal values | | | | | |
| | Counseling | 37.5 | 29.2 | 8.3 | 8.3 | 8.3 |
| | Unknown | 39.5 | 16.3 | 11.6 | 2.3 | 2.3 |
| | Faculty | 47.3 | 17.4 | 19.6 | 4.5 | 9.8 |
| 20. | Discussing important social or political issues | | | | | |
| | Counseling | 58.3 | 8.3 | 8.3 | 8.3 | 8.3 |
| | Unknown | 53.5 | 9.3 | 7.0 | 2.3 | 0.0 |
| | Faculty | 56.3 | 20.5 | 9.4 | 3.6 | 8.9 |
| 21. | Discussing content of courses | | | | | |
| | Counseling | 16.7 | 29.2 | 25.0 | 8.3 | 8.3 |
| | Unknown | 11.6 | 32.6 | 16.3 | 4.7 | 7.0 |
| | Faculty | 16.1 | 24.1 | 25.0 | 10.3 | 23.2 |
| 22. | Selecting courses for the next term | | | | | |
| | Counseling | 29.2 | 33.3 | 25.0 | 0.0 | 4.2 |
| | Unknown | 32.6 | 23.3 | 9.3 | 4.7 | 2.3 |
| | Faculty | 19.6 | 26.3 | 27.7 | 15.2 | 8.9 |

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 23. | Planning a class schedule for the next term | | | | | |
| | Counseling | 41.7 | 20.8 | 20.8 | 0.0 | 4.2 |
| | Unknown | 37.2 | 20.9 | 11.6 | 0.0 | 2.3 |
| | Faculty | 27.2 | 22.8 | 26.3 | 13.0 | 9.4 |
| 24. | Discussing transfer credit and policies | | | | | |
| | Counseling | 41.7 | 33.3 | 12.5 | 0.0 | 4.2 |
| | Unknown | 46.5 | 16.3 | 7.0 | 0.0 | 0.0 |
| | Faculty | 47.3 | 22.8 | 17.0 | 8.9 | 2.7 |
| 25. | Discussing career alternatives | | | | | |
| | Counseling | 41.7 | 33.3 | 4.2 | 4.2 | 8.3 |
| | Unknown | 39.5 | 18.6 | 9.3 | 4.7 | 0.0 |
| | Faculty | 41.1 | 21.9 | 18.8 | 6.3 | 10.7 |
| 26. | Discussing probation and dismissal policies | | | | | |
| | Counseling | 83.3 | 4.2 | 4.2 | 0.0 | 0.0 |
| | Unknown | 53.5 | 14.0 | 4.7 | 0.0 | 0.0 |
| | Faculty | 73.7 | 16.5 | 5.8 | 0.9 | 1.8 |
| 27. | Discussing financial aid | | | | | |
| | Counseling | 45.8 | 29.2 | 8.3 | 0.0 | 8.3 |
| | Unknown | 46.5 | 16.3 | 4.7 | 0.0 | 4.7 |
| | Faculty | 50.9 | 26.8 | 13.0 | 4.5 | 3.1 |
| 28. | Identifying other campus offices that can provide assistance | | | | | |
| | Counseling | 33.3 | 25.0 | 20.8 | 4.2 | 8.3 |
| | Unknown | 41.9 | 18.6 | 9.3 | 0.0 | 2.3 |
| | Faculty | 41.1 | 29.5 | 18.3 | 4.5 | 4.9 |
| 29. | Discussing study skills or study tips | | | | | |
| | Counseling | 54.2 | 16.7 | 12.5 | 8.3 | 0.0 |
| | Unknown | 34.9 | 20.9 | 14.0 | 0.0 | 0.0 |
| | Faculty | 43.3 | 23.2 | 15.6 | 8.9 | 7.6 |
| 30. | Discussing degree or major/academic concentration requirements | | | | | |
| | Counseling | 25.0 | 37.5 | 20.8 | 4.2 | 4.2 |
| | Unknown | 39.5 | 14.0 | 16.3 | 2.3 | 0.0 |
| | Faculty | 26.3 | 22.3 | 28.1 | 10.7 | 10.7 |
| 31. | Discussing personal concerns or problems | | | | | |
| | Counseling | 54.2 | 29.2 | 8.3 | 0.0 | 0.0 |
| | Unknown | 46.5 | 14.0 | 7.0 | 4.7 | 0.0 |
| | Faculty | 45.5 | 22.3 | 14.3 | 6.7 | 9.4 |
| 32. | Discussing internship or cooperative education opportunities | | | | | |
| | Counseling | 75.0 | 16.7 | 0.0 | 0.0 | 0.0 |
| | Unknown | 53.5 | 11.6 | 4.7 | 0.0 | 2.3 |
| | Faculty | 55.4 | 18.8 | 14.3 | 5.4 | 4.5 |

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| 33. | Talking about or setting personal goals | | | | | |
| | Counseling | 33.3 | 37.5 | 12.5 | 0.0 | 8.3 |
| | Unknown | 34.9 | 16.3 | 11.6 | 2.3 | 4.7 |
| | Faculty | 42.0 | 27.2 | 15.2 | 8.5 | 5.4 |
| 34. | Evaluating academic progress | | | | | |
| | Counseling | 41.7 | 29.2 | 12.5 | 4.2 | 4.2 |
| | Unknown | 39.5 | 11.6 | 14.0 | 2.3 | 4.7 |
| | Faculty | 33.0 | 26.3 | 22.8 | 8.5 | 8.0 |
| 35. | Getting to know each other | | | | | |
| | Counseling | 33.3 | 33.3 | 16.7 | 4.2 | 4.2 |
| | Unknown | 39.5 | 11.6 | 14.0 | 2.3 | 4.7 |
| | Faculty | 25.9 | 18.3 | 20.1 | 10.3 | 24.1 |
| 36. | Discussing extracurricular activities | | | | | |
| | Counseling | 58.3 | 8.3 | 12.5 | 8.3 | 4.2 |
| | Unknown | 55.8 | 9.3 | 4.7 | 2.3 | 0.0 |
| | Faculty | 47.3 | 14.7 | 17.0 | 7.6 | 11.6 |
| 37. | Discussing job placement opportunities | | | | | |
| | Counseling | 45.8 | 16.7 | 16.7 | 4.2 | 8.3 |
| | Unknown | 53.5 | 14.0 | 4.7 | 0.0 | 0.0 |
| | Faculty | 42.0 | 21.4 | 13.4 | 10.3 | 11.6 |
| 38. | Discussing time management | | | | | |
| | Counseling | 54.2 | 20.8 | 12.5 | 0.0 | 4.2 |
| | Unknown | 51.2 | 14.0 | 7.0 | 0.0 | 0.0 |
| | Faculty | 47.8 | 21.9 | 16.1 | 9.8 | 3.1 |
| 39. | Declaring or changing a major/academic concentration | | | | | |
| | Counseling | 58.3 | 29.2 | 0.0 | 4.2 | 0.0 |
| | Unknown | 51.2 | 14.0 | 4.7 | 0.0 | 0.0 |
| | Faculty | 59.4 | 24.1 | 13.0 | 1.3 | 0.9 |
| 40. | Discussing the purpose of a college education | | | | | |
| | Counseling | 45.8 | 37.5 | 0.0 | 8.3 | 0.0 |
| | Unknown | 53.5 | 9.3 | 7.0 | 0.0 | 2.3 |
| | Faculty | 46.9 | 24.6 | 16.1 | 4.0 | 7.1 |
| 41. | Talking about experiences in different classes with different teachers | | | | | |
| | Counseling | 45.8 | 20.8 | 16.7 | 8.3 | 0.0 |
| | Unknown | 48.8 | 9.3 | 7.0 | 2.3 | 4.7 |
| | Faculty | 42.7 | 18.3 | 21.0 | 7.1 | 8.9 |
| 42. | Talking about what you are doing besides taking classes | | | | | |
| | Counseling | 41.7 | 16.7 | 16.7 | 4.2 | 12.5 |
| | Unknown | 34.9 | 18.6 | 14.0 | 2.3 | 2.3 |
| | Faculty | 38.8 | 22.8 | 15.6 | 6.7 | 14.7 |



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